

Grade Two

Movement Skills and Movement Knowledge

Standard 1 The student will be competent in many movement activities.

Students in **grade two** who meet this standard will be able to:

- Demonstrate skills of chasing, fleeing, and dodging in a variety of situations.
- Jump in a self-turned rope repeatedly.
- Skip, hop, gallop, jump, and slide in a variety of situations.
- Strike a ball repeatedly with a hand.

The following are assignments and tasks that might be used to meet the standard:

- Students will skip, hop, gallop, and jump. The teacher uses a checklist to assess the extent to which mature and skilled patterns have been attained. Students will exhibit mature form for each movement and demonstrate a consistent and smooth performance. Videotaping students is helpful.
- Students will participate in station activities with task cards, including individual jump rope, two-square, ball dribbling, beach ball volleying, and handball.

Standard 2 The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in **grade two** who meet this standard will be able to:

- Identify the major characteristics of mature walking, running, hopping, and skipping.
- Explain and demonstrate how to increase/decrease speed by using locomotor and manipulative skills appropriately.
- Demonstrate the qualities of space, time, force, and flow when performing a variety of locomotor skills.

The following is a task that might be used to meet the standard:

- Students will match their locomotor and manipulative movements to the time (slow, fast), force (hard, soft), and flow (smoothness) of teacher-selected music or rhythm. The students will describe how differences in music affect their movement.

Standard 3 The student will achieve and maintain a health-enhancing level of physical fitness.

Students in **grade two** who meet this standard will be able to:

- Support body weight for climbing, hanging, and momentarily taking weight on hands.
- Demonstrate flexibility by moving each joint through a full range of motion.
- Participate in sustained physical activity in physical education classes and on the playground.

The following is a task that might be used to meet the standard:

- Students are introduced to the concept of cardiorespiratory fitness by having them “listen” to their heartbeats by placing their hands on their chests, first while at rest and then following exercise. Students will learn pulse rate and counting of pulse on the carotid artery. They will participate in low, moderate, and vigorous physical activity (stretching, jogging, walking, jumping rope, and dribbling a ball, for example). After each activity students will listen to their heartbeats, feel their pulses, and discuss changes that take place in the body during vigorous activity. Students will recognize that changes in heart rate occur as a result of moderate to vigorous activity and correctly identify several physiological changes that occur during moderate or vigorous activity.

Self-image and Personal Development

Standard 4

The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in **grade two** who meet this standard will be able to:

- Participate in a wide variety of physical activities outside the physical education class.
- Identify feelings resulting from challenges and successes in physical activity.
- Interpret an experience through movement (creative movement, dance, or visualization, for instance).

The following is a task that might be used to meet the standard:

- Students record in a journal what they do in their free time after school for a week and indicate which of the activities requires moderate to vigorous physical activity. The journal is signed by the parents at the end of the week and returned to class. Students accurately list activities they have done and correctly identify those activities that are vigorous.

Standard 5

The student will demonstrate responsible personal behavior while participating in movement activities.

Students in **grade two** who meet this standard will be able to:

- Apply rules, procedures, and safe practices with little reinforcement.
- Use equipment and space safely and properly.
- Respond positively to an occasional reminder about a rule infraction.
- Practice specific skills as assigned until the teacher signals the end of practice.

The following is a task that might be used to meet the standard:

- Students will create a picture book of rules, safety practices, and procedures for physical education. The class will identify a list of important rules and procedures. Each student will select a rule or procedure and interpret it in a drawing.

Social Development

Standard 6 **The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.**

Students in **grade two** who meet this standard will be able to:

- Work cooperatively with another to complete an assigned task.
- Assist a partner by sharing observations about skill performance during practice, using simple criteria.
- Resolve conflicts in socially acceptable ways.
- Treat others with respect during play.

The following is a task that might be used to meet the standard:

- After working with partners, students are asked to identify at least two things they did to be good partners in the activity and one thing they could have done better to help their partners. Students will correctly identify good partner behavior and accurately describe their own behaviors.

Standard 7 **The student will understand the interrelationship between history and culture and games, sports, play, and dance.**

Students in **grade two** who meet this standard will be able to:

- Describe how contemporary, successful local personalities have made a positive difference through physical activity.

The following is a task that might be used to meet the standard:

- Students will conduct an interview with a local high school or college athlete or with someone involved in a community sports program (team coach, gymnastics instructor). Each student will give a short oral report describing the activity the person does and the difference the activity has made to the person and community.